

## Classroom Environments and Display Statement

<b>Responsibility of</b>	DH & Leadership Team
<b>Reviewed</b>	Annually
<b>This Version Dated</b>	Summer 2020
<b>Next Review Due</b>	Summer 2021

### **Aims:**

Encourage pupils to have pride and confidence in their work and achievements by demonstrating that their work and learning is valued

Create a learning environment that stimulates interest and discussion to challenge children's knowledge and understanding

Encourage respect for the school environment and actively work to ensure it is an enriched place of work and learning

Influence children through modelling best presentation, personal organisation and general tidiness

Celebrate achievement and raise self-esteem for all

Use display and resources to positively impact on learning; through consolidation, reminders of previous learning and introducing new information and knowledge

### **Classroom organisation:**

The classroom environment must reflect purposefulness of space and organisation; a high standard of organisation and display will support the further raising of educational standards and create a working environment which is attractive and stimulating. Classrooms must be kept neat and tidy. Cupboard space is to be used to store classroom resources and all surfaces kept clear, other than those have a clear purpose or intent eg 3-D and interactive displays, displaying or highlighting work. Labelling on trays, cupboards and equipment should be consistent using the school font CCW cursive or created by children.

### **Early Years and the transition Year 1 classroom:**

- Book corners are well organised and labelled. They will reflect a wide range of genre including picture books, non-fiction, poetry, be enriched with books, leaflets, magazines etc. relating to current topics. Book corners need to be inviting, cosy and enriched with access to story props, puppets etc.

- Inviting well-resourced areas; Writing area, Maths area, Role Play area, Construction/small world area, Creative area, Sand and Water areas. Resources should be easily accessible, organised and clearly labelled.
- The outdoor area should be easily accessible to all children and be well resource keeping in line with the Covid -19 protocols. (Not applicable to Year 1)
- Visual timetable and prompts to be used in both Reception and Year 1 and displayed where children can easily see them.
- School Rules, Classroom Routines Chart and Behaviour Chart should be displayed in a visible position so that reference can be made to it throughout the day. Classroom routines such as Tidy up boards/signs should be evident. The School rules should also be displayed in the outdoor area. The Habits of Mind information should also be clearly displayed.
- An information board with current planning, timetable and curriculum guidance displayed.

### **KS2 and the Year 2 classroom:**

- KS2 classrooms must have a well organised and resourced book area; texts must be of a good quality and cross a range of genres. This includes a range of texts to support the current topic that are accessible and engaging.
- Clearly labelled, well organised with independently accessible resources. To be sanitised after use if it is a shared resource
- Maths, Literacy, Science and Topic working walls(areas), with widget symbols, key vocabulary and targets.
- A display area for children's work showing the cross-curricular curriculum, this may be table top, on the wall or hanging, it is to be creative following guidance under display below.
- Visual timetable and prompts to be used and displayed where children can easily see them.
- The School Rules, classroom routines chart and Behaviour Chart are to be displayed in an easily accessible position so that reference can be made to it throughout the day. The Habits of Mind information should also be clearly displayed.
- An information board with current planning, timetable and curriculum guidance displayed.
- Pupils will have their individual tables and storage trays.
- Tables must be arranged to facilitate physical distancing as much as possible in the classroom.
- All children must be given individual resource packs – these must include tools such as – pens, pencils, glue- sticks, rulers, etc.

## **Working Wall**

A working wall is the public display of the learning process and evolves as each day progresses. The purpose of the working wall is to support children's independent learning, it evolves as a unit of work unfolds and is not intended to be a completed display of finished work.

### **Working Walls must:**

- Be a place where children can find key information about their current learning
- Added to over a series of lessons
- A place where anyone can make a contribution
- A point of information and ideas- vocabulary, guidance, images, diagrams
- Adapted to suit purpose

- Age related
- A place to display targets
- Confidence building
- Constantly used and referred to
- A teaching aid reinforcing teaching points

## Display

Classroom displays should include: Topic, Maths, Literacy, Science and and reflect our cross-curricular programme of work. A high percentage of display in the classroom must be quality children's' work. Children's work should significantly outweigh other display resources (although these can be very effective in consolidating and extending learning). Consideration and time should be given to display within teachers planning. Display needs to be creative thought given to the purpose, intention and nature of the display. eg wall mounted, table top, hanging etc. Where possible display should be at child's height in order for them to interact, motivate, question and challenge their learning successfully.

Plain wall backing must be used unless it is a design feature or it is produced by children eg. a mural. This will show the children's' work to best effect without detracting from it or appearing cluttered. Colours should be correlated to each curriculum area; maths – red, English – blue and topic- green, all corridor displays should use a neutral tone – white, putty, grey or black. Borders should be creative and made by the children before purchased border rolls are considered. Work on display should not overlap the border, unless as an intentional design element, as children's work should be thoughtfully positioned, labelled and spaced.

Displays must be part of the learning and teaching and be referred to when teaching to make meaningful links with previous and new learning. Display is not intended as decoration – it celebrates achievement, gives a wider audience to learning, reminds children of what they have learned, achieved, and encourages higher standards through accessing the work of others and can enrich learning. Displays should be changed regularly in order to reflect the current learning in each curriculum area.

### Displays must have:

- A title either computer generated or created using stencils and coloured paper or card
- Open and closed questions
- An interactive element
- Learning Objective, Aim and Process; what the children did, including their comments and thoughts
- Reinforcement of key vocabulary including widget symbols as appropriate
- Quality labelling. The school font CCW Precursive should be used for all labelling unless it's a specific design feature
- Written work on display must be final draft quality. Emergent writing of younger pupils and those with SEN should be annotated.
- All work must be mounted, ensuring that work is trimmed and mounted evenly and intended straight edges are straight. Pupils should be progressively taught to mount their own work.
- All children's work should be acknowledged with their name.

***This policy must be read inline with all the school's Covid- 19 Protocols.***

Created Leadership Team Summer 2020

Last review Summer 2019

**Review Date Summer Term 2021**